

## **Kate Morss, Centre for Academic Practice**

### **Recommendations (part 2)**

For new tutors thinking about using this, it's got to fit in with the aims and outcomes that they have in mind for their teaching, otherwise students won't see the relevance. It's not aligned in other words, so it has to be fit for purpose and purposeful.

I think also that tutors need to think about the training and support that they are able to give the students in terms of technology. And that's not a new message but it's one that's often not carefully considered. Tutors may feel the pressure of the syllabus, the content and hope that students will learn the technical skills on their own or by teaching each other and that's a terrible mistake. So there has to be a positive decision that there will be time and space and resources given to students to enable them to learn to use the tool reflectively and efficiently and then there must be some sort of ongoing support so that when students hit snags and have questions there is someone there to help them. Those are the 2 main messages I would give I think.